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ABSTRACT

In 1990, a study was conducted at Prince George's Community College (PGCC) to determine the percentage of students enrolled in courses in the fall term who received passing grades, and to examine these pass rates by course, academic discipline, and division. The study also analyzed student pass rates by gender, age, race, and admission status. Study findings included the following: (1) the collegewide course pass rate in fall 1989 was 75%, the highest rate ever recorded at PGCC; (2) 12 disciplines had fall 1989 pass rates more than 10 percentage points above the collegewide average, including Education, Radiography, Nuclear Medicine Technology, and Horticulture, which all had pass rates over 90%; (3) five disciplines had pass rates more than 10 percentage points below the collegewide average, including Chemistry, Mathematics, and Physics; (4) over the 5-year period between 1985 and 1989 the Physical/Health Education and Health Technology Divisions consistently had the highest pass rates, while the Science and Mathematics Division consistently had the lowest pass rate; (5) women had a higher pass rate (77%) than men (71%); (6) students aged 25 years and older had a higher pass rate (82%) than either students between 21 and 25 (73%) or under 21 (71%); (7) white students had a higher pass rate (79%) than black students (69%) and "Other" students (77%); and (8) first-time students had a lower pass rate (71%) than continuing students (76%). Appendixes include course completion rate tables by discipline, gender, age group, race, and admission status; and an enrollment and completion table by subgroup. (GFW)

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COURSE PASS RATES IN FALL 1989

Craig A. Clagett
Patricia Diehl

PRINCE GEORGE'S
COMMUNITY COLLEGE

Enrollment Analysis EA91-1

prepared by the
Office of Institutional Research and Analysis

JC900556

July 1990

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

COURSE PASS RATES IN FALL 1989
Enrollment Analysis Report EA91-1
July 1990

Introduction

This report summarizes course completion or pass rate information for the fall 1989 semester. Course pass rate analysis is one of three major approaches used at Prince George's Community College to systematically evaluate student academic progress. The three approaches are:

1. **Course Pass Rates:** Analysis of the percentage of initial course enrollees who successfully complete courses.

2. **Term-to-term Retention:** Analysis of the percentage of students enrolled in a given term who return for classes the following term.

3. **Retention through Program Completion:** Analysis of the percentage of degree-seeking students who graduate or successfully transfer within a given time period.

This report presents course pass rate highlights from the fall 1989 analysis. Student performance in individual courses constitutes a fundamental learning outcome, as assessed by the faculty. Examination of student outcomes at the course level is especially appropriate at community colleges, since as many as half the students enrolled in credit classes may have no intention of earning a degree.

Methodology

Course pass rates are calculated from final grade distributions. The pass rate represents the percentage of initial course enrollees receiving passing grades, including D and TP (toward passing) grades. The more failures and withdrawals, the lower the pass rate. Pass rates are calculated for each course, discipline, department, and division, and analyzed by student gender, age, race, and admission status. The findings at higher levels of aggregation are included in this report; supplemental reports are available providing detailed data for each division.

Most Recent Outcomes: Fall 1989 Pass Rates by Discipline

The collegewide course pass rate in fall 1989 was 75 percent, the highest rate of course completion ever recorded at PGCC. Fall semesters over the 1977-86 period recorded pass rates of 71 or 72 percent, followed by 73 percent in 1987 and 1988. Students as a group did better in occupational courses (78 percent passing) than in general education (74 percent) or remedial studies (66 percent). Pass rates varied greatly by discipline. Twelve disciplines had fall 1989 pass rates more than 10 percentage points above the collegewide average:

Disciplines with High Pass Rates, Fall 1989
(Minimum of 30 Enrollees)

1.	Education	98%
2.	Radiography	97%
3.	Nuclear Medicine Technology	97%
4.	Horticulture	93%
5.	Physical Education	89%
6.	English as a Foreign Language	88%
7.	Nursing	87%
8.	Early Childhood Education	86%
9.	Respiratory Therapy	86%
10.	Health Education	85%
11.	Business	85%
12.	Criminal Justice Technology	85%

No social science, mathematics, computer/engineering technology or English studies discipline was in this high-pass-rate group.

Five disciplines in fall 1989 had course pass rates more than 10 percentage points below the collegewide average:

Disciplines with Low Pass Rates, Fall 1989

1.	Chemistry	57%
2.	Construction Management	58%
3.	Mathematics	62%
4.	Developmental Mathematics	63%
5.	Physics	64%

As in prior years, it is clear that a substantial proportion of students coming to the community college are seriously deficient in mathematics.

Divisional Course Pass Rate Trends, Fall 1985-89

Courses offered in physical and health education had the highest average pass rates in fall 1989, with nearly 9 in 10 students passing. Courses in nursing and allied health have consistently had above-average pass rates, a finding reflected in the high rate for the Health Technology Division:

Fall Course Pass Rates by Division

	1985	1986	1987	1988	1989
Physical/Health Education	86%	85%	83%	87%	88%
Health Technology	88	90	91	89	87
Humanities	79	79	79	81	81
Business and Management	75	76	77	77	78
Social Sciences	72	74	75	74	75
Computer/Engineering Tech.	71	72	76	73	75
English Studies	67	68	71	72	71
Science and Mathematics	61	60	62	59	67

During this period, course pass rates (including "toward passing") in remedial coursework ranged between 63 and 66 percent.

Fall Course Pass Rates by Demographic Group

Pass rates were analyzed by several variables on the student information system. Aggregate rates for selected student categories are presented below, with rates for three prior years included for comparison purposes:

Course Pass Rates, Demographic Groups, Fall 1985-87-88-89

	1985	1987	1988	1989
Women	75%	76%	76%	77%
Men	68	69	70	71
Under 21	69%	70%	71%	71%
21 - 25	69	73	71	73
Over 25	78	80	79	82
Black	66%	69%	68%	69%
White	76	77	78	79
Other	70	74	72	77
First-time	67%	68%	69%	71%
Continuing	74	76	75	76

Women, students over age 25, whites, and continuing students consistently achieved group course pass rates above the college average. Men, students less than 26 years of age, blacks, and first-time college students achieved group course pass rates below the college average. Detailed tables displaying pass rates by each variable and for each discipline are appended.

Subgroup Analysis

To learn which groups had the most difficulty completing courses, a four-way crosstabulation of the gender, age, race, and admission status variables was performed, generating 36 student subgroups. Five of the 36 subgroups had pass rates more than 10 percentage points below the collegewide rate of 75 percent:

Student Subgroups with Low Course Pass Rates, Fall 1989

1.	First-time black males under 21	57%
2.	First-time black males 21-25	59
3.	Continuing black males under 21	63
4.	Continuing black males 21-25	63
5.	First-time black females under 21	64

Consistent with national findings, young black males have the greatest difficulty in completing collegiate coursework.

To provide associate deans and department chairpersons with detailed pass rate information in their areas, five-way crosstabulations adding division or discipline to the gender, age, race, and admission status variables were run. These detailed data are available as separate, supplementary reports.

Summary

This report has examined course pass rates by several demographic descriptors available on the student information system, in addition to the division and discipline analyses. Subject areas and student subgroups with pass rates substantially different from the college average have been identified. Many variables that impact on student course success were not available on the database used to generate this analysis. Prior educational experiences, socio-economic background, employment demands, individual motivation and study habits, family responsibilities--these and other variables plausibly related to course success were not available. As the college expands its efforts to assess student achievement, it may need to expand its database of entering student characteristics to include new data elements, such as high school courses taken, grade point average, and class rank. The college's Task Force on Institutional Assessment has stated that "to better evaluate student

achievement, we need to know more about students when they first enter the college." While counselors and advisors often obtain and use such information, it needs to be entered on a student record file so it will be available for subsequent, systematic analyses.

On average, three out of four students enrolled in a course at PGCC now complete it with a passing grade. Given the college's open admissions policy, and the little we know about the pass rates at other comparable institutions, this seems a reasonable figure. Two findings from this analysis warrant further comment. As a group, black students, particularly those new to college, young, and male, are most at risk of not completing their courses. In response, the college has developed several support mechanisms, including the Black Student Retention Program. Initial evaluation found that students in this mentoring program achieved greater academic success than other first-time, full-time, degree-seeking black students. This suggests, but does not conclusively establish, that the mentoring program was having a positive impact. (See OIRA Report PE89-1, Assessment of the Black Student Retention Program in Fall 1988, for details.) The other finding deserving comment is the continuing documentation of the poor mathematics ability of PGCC students. Mathematics, and courses that require strong math skills such as chemistry, have consistently had the lowest course pass rates. Half of the students entering PGCC directly after high school require remediation. The college should continue its partnership efforts with the school system, perhaps with an increased emphasis on mathematics preparation.

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Table 1

COURSE COMPLETION RATES BY DISCIPLINE, FALL 1989

DIVISIONS/DISCIPLINES	INITIAL ENROLLMENT	NUMBER PASSING	PASS RATE
OCCUPATIONAL EDUCATION	9,600	7,468	77.8%
Health Technology	509	443	87.0%
Radiologic Technology	68	66	97.1%
Health	14	8	57.1%
Medical Isotope Technology	30	29	96.7%
Nursing	305	266	87.2%
Respiratory Therapy	50	43	86.0%
Medical Records Technology	42	31	73.8%
Business/Management	6,704	5,235	78.1%
Business	394	336	85.3%
Early Childhood Education	228	197	86.4%
Criminal Justice Technology	659	558	84.7%
Paralegal	461	382	82.9%
Early Childhood Prog. Management	15	15	100.0%
Marketing	299	227	75.9%
Management	1,969	1,590	80.8%
Hospitality Services Mgt.	127	106	83.5%
Real Estate	328	246	75.0%
Office Administration	367	274	74.7%
Construction Management Courses	71	41	57.7%
Accounting	1,786	1,263	70.7%
Computer and Engineering	2,387	1,790	75.0%
Engineering Technology	489	363	74.2%
Computer Information Systems	1,898	1,427	75.2%
GENERAL EDUCATION	19,120	14,206	74.3%
Physical Education & Health	1,629	1,439	88.3%
Physical Education	1,410	1,252	88.8%
Health	219	187	85.4%
Humanities	4,041	3,274	81.0%
Eng. as a Foreign Language	496	434	87.5%
Music	452	363	80.3%
TV, Radio and Film	132	99	75.0%
Speech	1,216	1,002	82.4%
Art	761	632	83.0%
Theater	154	111	72.1%
Foreign Languages	407	322	79.1%
Philosophy	423	311	73.5%

COURSE COMPLETION RATES BY DISCIPLINE, FALL 1989

DIVISIONS/DISCIPLINES	INITIAL ENROLLMENT	NUMBER PASSING	PASS RATE
Social Science	4,678	3,497	74.8%
Psychology	1,444	1,105	76.5%
History	1,273	973	76.4%
Geography	76	51	67.1%
Political Science	343	244	71.1%
Economics	795	602	75.7%
Sociology	672	470	69.9%
Anthropology	75	52	69.3%
English Studies	3,720	2,638	70.9%
Literature	414	349	84.3%
Advanced Writing	927	709	76.5%
Composition	2,379	1,580	66.4%
Science and Mathematics	5,052	3,358	66.5%
Engineering	105	75	71.4%
Horticulture	55	51	92.7%
Physical Science	614	493	80.3%
Physics	185	118	63.8%
Biology	1,045	755	72.2%
Chemistry	396	225	56.8%
Math	2,652	1,641	61.9%
EDUCATIONAL DEVELOPMENT	2,777	1,824	65.7%
Education	55	54	98.2%
Developmental Skills	161	118	73.3%
Developmental English	581	387	66.6%
Developmental Reading	631	410	65.0%
Developmental Math	1,340	846	63.1%
College Learning Skills	9	9	100.0%
Honors	9	7	77.8%
Career Assessment & Planning	273	210	76.9%
TOTAL COLLEGE	31,779	23,715	74.6%

Table 2

COURSE PASS RATES FOR MALE AND FEMALE STUDENTS
According to Discipline, Fall 1989

	MALE			FEMALE		
DIVISIONS/DEPARTMENTS	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
OCCUPATIONAL EDUCATION	3,698	2,710	73.3%	5,902	4,758	80.6%
Health Technology	65	60	92.3%	444	383	86.3%
Radiologic Technology	16	14	87.5%	52	52	100.0%
Nuclear Medicine Technology	7	7	100.0%	23	22	95.7%
Nursing	26	23	88.5%	279	243	87.1%
Respiratory Therapy	13	13	100.0%	37	30	81.1%
Medical Records Technology	2	2	100.0%	40	29	72.5%
Health	1	1	100.0%	13	7	53.8%
Business/Management	2,379	1,740	73.1%	4,325	3,495	80.8%
Early Childhood Management	1	1	100.0%	14	14	100.0%
Business	131	99	75.6%	263	237	90.1%
Criminal Justice Tech.	387	321	82.9%	272	237	87.1%
Hospitality Services Mgt.	58	46	79.3%	69	60	87.0%
Early Childhood Education	11	11	100.0%	217	186	85.7%
Management	763	584	76.5%	1,206	1,006	83.4%
Paralegal	57	45	78.9%	404	337	83.4%
Office Administration	65	40	61.5%	302	234	77.5%
Marketing	135	100	74.1%	164	127	77.4%
Real Estate	169	123	72.8%	159	123	77.4%
Accounting	555	345	62.2%	1,231	918	74.6%
Construction Management	47	25	53.2%	24	16	66.7%
Computer and Engineering	1,254	910	72.6%	1,133	880	77.7%
Computer Information Systems	842	602	71.5%	1,056	825	78.1%
Engineering Technology	412	308	74.8%	77	55	71.4%
GENERAL EDUCATION	8,290	5,917	71.4%	10,830	8,289	76.5%
Physical Education & Health	673	582	86.5%	956	857	89.6%
Physical Education	589	511	86.8%	821	741	90.3%
Health	84	71	84.5%	135	116	85.9%
Humanities	1,791	1,411	78.8%	2,250	1,863	82.8%
Eng. as a Foreign Language	239	200	83.7%	257	234	91.1%
Art	348	286	82.2%	413	346	83.8%
Speech	474	383	80.8%	742	619	83.4%
Music	231	179	77.5%	221	184	83.3%
Foreign Languages	145	112	77.2%	262	210	80.2%
Theater	61	38	62.3%	93	73	78.5%
Philosophy	217	156	71.9%	206	155	75.2%
TV, Radio and Film	76	57	75.0%	56	42	75.0%

COURSE PASS RATES FOR MALE AND FEMALE STUDENTS
According to Discipline, Fall 1989

	MALE			FEMALE		
DIVISIONS/DEPARTMENTS	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
Social Science	1,914	1,396	72.9%	2,764	2,101	76.0%
Geography	47	28	59.6%	29	23	79.3%
Economics	414	300	72.5%	381	302	79.3%
Psychology	411	304	74.0%	1,033	801	77.5%
History	602	457	75.9%	671	516	76.9%
Sociology	242	158	65.3%	430	312	72.6%
Political Science	166	125	75.3%	177	119	67.2%
Anthropology	32	24	75.0%	43	28	65.1%
English Studies	1,488	1,000	67.2%	2,232	1,638	73.4%
Literature	170	143	84.1%	244	206	84.4%
Advanced Writing	356	261	73.3%	571	448	78.5%
Composition	962	596	62.0%	1,417	984	69.4%
Science and Mathematics	2,424	1,528	63.0%	2,628	1,830	69.6%
Horticulture	32	29	90.6%	23	22	95.7%
Physical Science	260	207	79.6%	354	286	80.8%
Engineering	90	63	70.0%	15	12	80.0%
Biology	249	177	71.1%	796	578	72.6%
Physics	119	74	62.2%	66	44	66.7%
Mathematics	1,447	854	59.0%	1,205	787	65.3%
Chemistry	227	124	54.6%	169	101	59.8%
EDUCATIONAL DEVELOPMENT	1,092	638	58.4%	1,685	1,186	70.4%
College Learning Skills	5	5	100.0%	4	4	100.0%
Education	6	5	83.3%	49	49	100.0%
Developmental Learning Support	82	58	70.7%	79	60	75.9%
Developmental Reading	248	132	53.2%	383	278	72.6%
Developmental English	257	159	61.9%	324	228	70.4%
Developmental Math	494	279	56.5%	846	567	67.0%
Honors	4	3	75.0%	5	4	80.0%
Career Assessment & Planning	104	75	72.1%	169	135	79.9%
TOTAL COLLEGE	13,188	9,343	70.8%	18,591	14,372	77.3%

Table 3

COURSE PASS RATES FOR SELECTED AGE GROUPS
According to Discipline, Fall 1989

	UNDER 21			21 - 25			OVER 25		
DIVISIONS/DEPARTMENTS	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
OCCUPATIONAL EDUCATION	2,646	1,878	71.0%	2,607	2,010	77.1%	4,347	3,580	82.4%
Health Technology	83	73	88.0%	169	153	90.5%	257	217	84.4%
Radiologic Technology	30	30	100.0%	20	18	90.0%	18	18	100.0%
Respiratory Therapy	11	7	63.6%	28	25	89.3%	11	11	100.0%
Nuclear Medicine Technology	9	8	88.9%	9	9	100.0%	12	12	100.0%
Nursing	25	21	84.0%	102	93	91.2%	178	152	85.4%
Medical Records Technology	6	5	83.3%	9	7	77.8%	27	19	70.4%
Health	2	2	100.0%	1	1	100.0%	11	5	45.5%
Business/Management	1,964	1,437	73.2%	1,808	1,379	76.3%	2,932	2,419	82.5%
Early Childhood Management	4	4	100.0%	3	3	100.0%	8	8	100.0%
Criminal Justice Tech.	289	236	81.7%	220	178	80.9%	150	144	96.0%
Business	79	61	77.2%	120	102	85.0%	195	173	88.7%
Early Childhood Education	83	72	86.7%	50	41	82.0%	95	84	88.4%
Paralegal	91	69	75.8%	103	80	77.7%	267	233	87.3%
Hospitality Services Mgt.	36	25	69.4%	48	44	91.7%	43	37	86.0%
Management	640	487	76.1%	487	391	80.3%	842	712	84.6%
Real Estate	48	28	58.3%	74	50	67.6%	206	168	81.6%
Marketing	87	62	71.3%	108	84	77.8%	104	81	77.9%
Office Administration	114	88	77.2%	97	65	67.0%	156	121	77.6%
Accounting	489	303	62.0%	478	329	68.8%	819	631	77.0%
Construction Management	4	2	50.0%	20	12	60.0%	47	27	57.4%
Computer and Engineering	599	368	61.4%	630	478	75.9%	1,158	944	81.5%
Engineering Technology	117	65	55.6%	191	148	77.5%	181	150	82.9%
Computer Information Systems	482	303	62.9%	439	330	75.2%	977	794	81.3%
GENERAL EDUCATION	9,907	7,169	72.4%	4,694	3,351	71.4%	4,519	3,686	81.6%
Physical Education & Health	677	580	85.7%	305	248	81.3%	647	611	94.4%
Health	123	105	85.4%	54	42	77.8%	42	40	95.2%
Physical Education	554	475	85.7%	251	206	82.1%	605	571	94.4%
Humanities	2,091	1,681	80.4%	981	756	77.1%	969	837	86.4%
Art	404	328	81.2%	151	112	74.2%	206	192	93.2%
Eng. as a Foreign Language	201	177	88.1%	149	126	84.6%	146	131	89.7%
Speech	668	537	80.4%	256	208	81.3%	292	257	88.0%
Music	222	166	74.8%	114	95	83.3%	116	102	87.9%
Foreign Languages	207	168	81.2%	104	77	74.0%	96	77	80.2%
Philosophy	208	164	78.8%	125	81	64.8%	90	66	73.3%
TV, Radio and Film	76	60	78.9%	42	31	73.8%	14	8	57.1%
Theater	105	81	77.1%	40	26	65.0%	9	4	44.4%

COURSE PASS RATES FOR SELECTED AGE GROUPS
According to Discipline, Fall 1989

DIVISIONS/DEPARTMENTS	UNDER 21 Initial Enrollment	UNDER 21 Number Passing	UNDER 21 Pass Rate	21 - 25 Initial Enrollment	21 - 25 Number Passing	21 - 25 Pass Rate	OVER 25 Initial Enrollment	OVER 25 Number Passing	OVER 25 Pass Rate
Social Science	2,540	1,878	73.9%	1,187	859	72.4%	951	760	79.9%
History	768	584	76.0%	312	227	72.8%	193	162	83.9%
Geography	39	24	61.5%	20	13	65.0%	17	14	82.4%
Political Science	152	104	68.4%	107	71	66.4%	84	69	82.1%
Economics	397	287	72.3%	254	198	78.0%	144	117	81.3%
Sociology	356	246	69.1%	168	106	63.1%	148	118	79.7%
Psychology	787	604	76.7%	307	231	75.2%	350	270	77.1%
Anthropology	41	29	70.7%	19	13	68.4%	15	10	66.7%
English Studies	2,067	1,422	68.8%	805	565	70.2%	848	651	76.8%
Literature	197	165	83.8%	132	109	82.6%	85	75	88.2%
Advanced Writing	389	272	69.9%	261	196	75.1%	277	241	87.0%
Composition	1,481	985	66.5%	412	260	63.1%	486	335	68.9%
Science and Mathematics	2,532	1,608	63.5%	1,416	923	65.2%	1,104	827	74.9%
Horticulture	11	9	81.8%	6	6	100.0%	38	36	94.7%
Physical Science	281	225	80.1%	183	137	74.9%	150	131	87.3%
Biology	422	298	70.6%	317	215	67.8%	306	242	79.1%
Physics	60	35	58.3%	73	44	60.3%	52	39	75.0%
Math	1,524	902	59.2%	683	428	62.7%	445	311	69.9%
Engineering	39	30	76.9%	35	26	74.3%	31	19	61.3%
Chemistry	195	109	55.9%	119	67	56.3%	82	49	59.8%
EDUCATIONAL DEVELOPMENT	1,657	1,011	61.0%	449	295	65.7%	671	518	77.2%
College Learning Skills	3	3	100.0%	4	4	100.0%	2	2	100.0%
Education	0	0	NA	7	7	100.0%	48	47	97.9%
Developmental Learning	113	81	71.7%	20	13	65.0%	28	24	85.7%
Developmental Reading	461	293	63.6%	77	46	59.7%	93	71	76.3%
Developmental Math	689	381	55.3%	262	172	65.6%	389	293	75.3%
Developmental English	391	253	64.7%	79	53	67.1%	111	81	73.0%
Honors	4	2	50.0%	2	2	100.0%	3	3	100.0%
Career Assessment & Planning	120	92	76.7%	47	33	70.2%	106	85	80.2%
TOTAL COLLEGE	14,334	10,152	70.8%	7,799	5,691	73.0%	9,646	7,872	81.6%

Table 4

COURSE PASS RATES, BY RACE, ACCORDING TO DISCIPLINE, FALL 1989

	BLACK			WHITE			ASIAN/HISPANIC/NAT AMERICAN		
DIVISIONS/DEPARTMENTS	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
OCCUPATIONAL EDUCATION	4,655	3,456	74.2%	4,267	3,524	82.6%	678	488	72.0%
Health Technology	206	160	77.7%	255	243	95.3%	48	40	83.3%
Medical Isotope Technology	3	3	100.0%	19	18	94.7%	8	8	100.0%
Health	12	7	58.3%	1	0	0.0%	1	1	100.0%
Radiologic Technology	8	6	75.0%	52	52	100.0%	8	8	100.0%
Respiratory Therapy	17	12	70.6%	22	22	100.0%	11	9	81.8%
Nursing	141	115	81.6%	145	137	94.5%	19	14	73.7%
Medical Records Technology	25	17	68.0%	16	14	87.5%	1	0	0.0%
Business/Management	3,330	2,514	75.5%	2,952	2,412	81.7%	422	309	73.2%
Criminal Justice Tech.	327	268	82.0%	296	259	87.5%	36	31	86.1%
Real Estate	147	99	67.3%	162	131	80.9%	19	16	84.2%
Office Administration	174	117	67.2%	152	124	81.6%	41	33	80.5%
Construction Management	11	7	63.6%	55	30	54.5%	5	4	80.0%
Business	207	175	84.5%	163	142	87.1%	24	19	79.2%
Marketing	164	122	74.4%	121	94	77.7%	14	11	78.6%
Hospitality Services Mgt.	48	38	79.2%	70	61	87.1%	9	7	77.8%
Management	1,016	794	78.1%	847	714	84.3%	106	82	77.4%
Paralegal	257	205	79.8%	185	164	88.6%	19	13	68.4%
Accounting	893	616	69.0%	756	561	74.2%	137	86	62.8%
Early Childhood Education	73	60	82.2%	143	130	90.9%	12	7	58.3%
Early Childhood Management	13	13	100.0%	2	2	100.0%	0	0	NA
Computer and Engineering	1,119	782	69.9%	1,060	869	82.0%	208	139	66.8%
Computer Information Systems	945	672	71.1%	800	651	81.4%	153	104	68.0%
Engineering Technology	174	110	63.2%	260	218	83.8%	55	35	63.6%
GENERAL EDUCATION	7,070	4,745	67.1%	9,985	7,838	78.5%	2,065	1,623	78.6%
Physical Education & Health	532	423	79.5%	1,003	931	92.8%	94	85	90.4%
Physical Education	460	370	80.4%	869	808	93.0%	81	74	91.4%
Health	72	53	73.6%	134	123	91.8%	13	11	84.6%
Humanities	1,401	1,079	77.0%	1,972	1,608	81.5%	668	587	87.9%
Music	146	113	77.4%	271	218	80.4%	35	32	91.4%
Speech	545	423	77.6%	513	435	84.8%	158	144	91.1%
Foreign Languages	131	99	75.6%	238	189	79.4%	38	34	89.5%
Philosophy	132	88	66.7%	264	199	75.4%	27	24	88.9%
Art	221	174	78.7%	477	403	84.5%	63	55	87.3%
Eng. as a Foreign Language	127	116	91.3%	37	30	81.1%	332	288	86.7%
Theater	40	25	62.5%	105	79	75.2%	9	7	77.8%
TV, Radio, and Film	59	41	69.5%	67	55	82.1%	6	3	50.0%

COURSE PASS RATES, BY RACE, ACCORDING TO DISCIPLINE, FALL 1989

	BLACK			WHITE			ASIAN/HISPANIC/NAT AMERICAN		
DIVISIONS/DEPARTMENTS	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
Social Science	1,791	1,216	67.9%	2,481	1,966	79.2%	406	315	77.6%
Psychology	597	418	70.0%	726	584	80.4%	121	103	85.1%
History	398	275	69.1%	763	604	79.2%	112	94	83.9%
Economics	320	230	71.9%	387	308	79.6%	88	64	72.7%
Sociology	284	172	60.6%	342	265	77.5%	46	33	71.7%
Political Science	156	100	64.1%	161	129	80.1%	26	15	57.7%
Geography	14	7	50.0%	53	39	73.6%	9	5	55.6%
Anthropology	22	14	63.6%	49	37	75.5%	4	1	25.0%
English Studies	1,612	1,029	63.8%	1,807	1,380	76.4%	301	229	76.1%
Literature	109	90	82.6%	270	229	84.8%	35	30	85.7%
Composition	1,095	651	59.5%	1,085	780	71.9%	199	149	74.9%
Advanced Writing	408	288	70.6%	452	371	82.1%	67	50	74.6%
Science and Mathematics	1,734	998	57.6%	2,722	1,953	71.7%	596	407	68.3%
Horticulture	4	2	50.0%	50	48	96.0%	1	1	100.0%
Physical Science	164	119	72.6%	403	333	82.6%	47	41	87.2%
Biology	439	290	66.1%	504	391	77.6%	102	74	72.5%
Engineering	23	13	56.5%	57	44	77.2%	25	18	72.0%
Math	923	491	53.2%	1,405	926	65.9%	324	224	69.1%
Physics	50	24	48.0%	102	75	73.5%	33	19	57.6%
Chemistry	131	59	45.0%	201	136	67.7%	64	30	46.9%
EDUCATIONAL DEVELOPMENT	2,031	1,279	63.0%	598	442	73.9%	148	103	69.6%
College Learning Skills	5	5	100.0%	4	4	100.0%	0	0	ERR
Education	16	16	100.0%	39	38	97.4%	0	0	ERR
Developmental Skills	138	98	71.0%	17	15	88.2%	6	5	83.3%
Developmental Math	919	547	59.5%	339	242	71.4%	82	57	69.5%
Developmental English	438	280	63.9%	114	87	76.3%	29	20	69.0%
Developmental Reading	515	333	64.7%	85	56	65.9%	31	21	67.7%
Honors	0	0	NA	9	7	77.8%	0	0	NA
Career Assessment & Planning	126	98	77.8%	135	101	74.8%	12	11	91.7%
TOTAL COLLEGE	13,882	9,578	69.0%	14,994	11,912	79.4%	2,903	2,225	76.6%

Table 5

COURSE PASS RATES FOR NEW AND CONTINUING STUDENTS
According to Discipline, Fall 1989

DIVISIONS/DEPARTMENTS	FIRST TIME STUDENTS Initial Enrollment	Number Passing	Pass Rate	CONTINUING STUDENTS Initial Enrollment	Number Passing	Pass Rate
OCCUPATIONAL EDUCATION	2,250	1,690	75.1%	7,350	5,778	78.6%
Health Technology	66	57	86.4%	443	386	87.1%
Nuclear Medicine Technology	7	6	85.7%	23	23	100.0%
Radiologic Technology	16	16	100.0%	52	50	96.2%
Respiratory Therapy	18	14	77.8%	32	29	90.6%
Nursing	18	16	88.9%	287	250	87.1%
Medical Records Technology	6	4	66.7%	36	27	75.0%
Health	1	1	100.0%	13	7	53.8%
Business/Management	1,599	1,225	76.6%	5,105	4,010	78.6%
Early Childhood Management	5	5	100.0%	10	10	100.0%
Criminal Justice Technology	138	106	76.8%	521	452	86.8%
Paralegal	112	80	71.4%	349	302	86.5%
Business	25	18	72.0%	369	318	86.2%
Early Childhood Education	57	50	87.7%	171	147	86.0%
Hospitality Services Mgt.	24	21	87.5%	103	85	82.5%
Management	529	428	80.9%	1,440	1,162	80.7%
Marketing	44	31	70.5%	255	196	76.9%
Office Administration	116	86	74.1%	251	188	74.9%
Real Estate	124	96	77.4%	204	150	73.5%
Accounting	398	283	71.1%	1,388	980	70.6%
Construction Management	27	21	77.8%	44	20	45.5%
Computer and Engineering	585	408	69.7%	1,802	1,382	76.7%
Engineering Technology	110	66	60.0%	379	297	78.4%
Computer Information Systems	475	342	72.0%	1,423	1,085	76.2%
GENERAL EDUCATION	6,367	4,564	71.7%	12,753	9,642	75.6%
Physical Education & Health	384	321	83.6%	1,245	1,118	89.8%
Physical Education	333	280	84.1%	1,077	972	90.3%
Health	51	41	80.4%	168	146	86.9%
Humanities	1,593	1,281	80.4%	2,448	1,993	81.4%
Eng. as a Foreign Language	329	290	88.1%	167	144	86.2%
Music	146	105	71.9%	306	258	84.3%
Speech	511	410	80.2%	705	592	84.0%
Art	240	202	84.2%	521	430	82.5%
Foreign Languages	153	118	77.1%	254	204	80.3%
TV, Radio and Film	63	46	73.0%	69	53	76.8%
Philosophy	101	75	74.3%	322	236	73.3%
Theater	50	35	70.0%	104	76	73.1%

COURSE PASS RATES FOR NEW AND CONTINUING STUDENTS
According to Discipline, Fall 1989

DIVISIONS/DEPARTMENTS	FIRST TIME STUDENTS			CONTINUING STUDENTS		
	Initial Enrollment	Number Passing	Pass Rate	Initial Enrollment	Number Passing	Pass Rate
Social Science	1,510	1,090	72.2%	3,168	2,407	76.0%
History	424	306	72.2%	849	667	78.6%
Economics	166	119	71.7%	629	483	76.8%
Psychology	600	466	77.7%	844	639	75.7%
Political Science	88	53	60.2%	255	191	74.9%
Sociology	198	122	61.6%	474	348	73.4%
Geography	17	10	58.8%	59	41	69.5%
Anthropology	17	14	82.4%	58	38	65.5%
English Studies	1,427	1,002	70.2%	2,293	1,636	71.3%
Literature	27	25	92.6%	387	324	83.7%
Advanced Writing	95	66	69.5%	832	643	77.3%
Composition	1,305	911	69.8%	1,074	669	62.3%
Science and Mathematics	1,453	870	59.9%	3,599	2,488	69.1%
Horticulture	13	11	84.6%	42	40	95.2%
Physical Science	81	59	72.8%	533	434	81.4%
Biology	234	155	66.2%	811	600	74.0%
Engineering	15	12	80.0%	90	63	70.0%
Physics	26	11	42.3%	159	107	67.3%
Math	960	555	57.8%	1,692	1,086	64.2%
Chemistry	124	67	54.0%	272	158	58.1%
EDUCATIONAL DEVELOPMENT	1,785	1,169	65.5%	992	655	66.0%
Education	28	27	96.4%	27	27	100.0%
College Learning Skills	2	2	100.0%	7	7	100.0%
Develop. Learning Support	132	97	73.5%	29	21	72.4%
Developmental English	436	290	66.5%	145	97	66.9%
Developmental Math	682	421	61.7%	658	425	64.6%
Developmental Reading	505	332	65.7%	126	78	61.9%
Honors	0	0	NA	9	7	77.8%
Career Assessment & Planning	152	114	75.0%	121	96	79.3%
TOTAL COLLEGE	10,554	7,537	71.4%	21,225	16,178	76.2%

Table 6

ENROLLMENT AND COMPLETIONS, TOTAL COLLEGE, FALL 1989

FIRST TIME STUDENTS

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
INIT	OVER 25	300	326	75	829	484	122	701	1435	1129	810	197	2136
ENROL	21 - 25	278	326	87	374	271	97	691	742	652	597	184	1433
	UNDER 21	1341	1512	368	1749	1654	361	3221	3764	3090	3166	729	6985
	TOTAL	1919	2164	530	2952	2409	580	4613	5941	4871	4573	1110	10554
SUCC	OVER 25	223	262	56	664	418	108	541	1190	887	680	164	1731
COMPL	21 - 25	164	249	67	242	209	82	480	533	406	458	149	1013
	UNDER 21	768	1054	251	1122	1307	291	2073	2720	1890	2361	542	4793
	TOTAL	1155	1565	374	2028	1934	481	3094	4443	3183	3499	855	7537

CONTINUING STUDENTS

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
INIT	OVER 25	1018	1280	120	2689	2186	217	2418	5092	3707	3466	337	7510
ENROL	21 - 25	960	1562	343	1601	1526	374	2865	3501	2561	3088	717	6366
	UNDER 21	1128	1801	363	1615	2066	376	3292	4057	2743	3867	739	7349
	TOTAL	3106	4643	826	5905	5778	967	8575	12650	9011	10421	1793	21225
SUCC	OVER 25	726	1072	92	2122	1952	177	1890	4251	2848	3024	269	6141
COMPL	21 - 25	606	1162	256	1153	1218	283	2024	2654	1759	2380	539	4678
	UNDER 21	706	1354	275	1082	1655	287	2335	3024	1788	3009	562	5359
	TOTAL	2038	3588	623	4357	4825	747	6249	9929	6395	8413	1370	16178

TOTAL COLLEGE

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
INIT	OVER 25	1318	1606	195	3518	2670	339	3119	6527	4836	4276	534	9646
ENROL	21 - 25	1238	1888	430	1975	1797	471	3556	4243	3213	3685	901	7799
	UNDER 21	2469	3313	731	3364	3720	737	6513	7821	5833	7033	1468	14334
	TOTAL	5025	6807	1356	8857	8187	1547	13188	18591	13882	14994	2903	31779
SUCC	OVER 25	949	1334	148	2786	2370	285	2431	5441	3735	3704	433	7872
COMPL	21 - 25	770	1411	323	1395	1427	365	2504	3187	2165	2838	688	5691
	UNDER 21	1474	2408	526	2204	2962	578	4408	5744	3678	5370	1104	10152
	TOTAL	3193	5153	997	6385	6759	1228	9343	14372	9578	11912	2225	23715

Table 7

COURSE COMPLETION RATES, TOTAL COLLEGE, FALL 1989

FIRST TIME STUDENTS

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
COURSE	OVER 25	74.3%	80.4%	74.7%	80.1%	86.4%	88.5%	77.2%	82.9%	78.6%	84.0%	83.2%	81.0%
COMP	21 - 25	59.0%	76.4%	77.0%	64.7%	77.1%	84.5%	69.5%	71.8%	62.3%	76.7%	81.0%	70.7%
	UNDER 21	57.3%	69.7%	68.2%	64.2%	79.0%	80.6%	64.4%	72.3%	61.2%	74.6%	74.3%	68.6%
	TOTAL	60.2%	72.3%	70.6%	68.7%	80.3%	82.9%	67.1%	74.8%	65.3%	76.5%	77.0%	71.4%

CONTINUING STUDENTS

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
COURSE	OVER 25	71.3%	83.8%	76.7%	78.9%	89.3%	81.6%	78.2%	83.5%	76.8%	87.2%	79.8%	81.8%
COMP	21 - 25	63.1%	74.4%	74.6%	72.0%	79.8%	75.7%	70.6%	75.8%	68.7%	77.1%	75.2%	73.5%
RATE	UNDER 21	62.6%	75.2%	75.8%	67.0%	80.1%	76.3%	70.9%	74.5%	65.2%	77.8%	76.0%	72.9%
	TOTAL	65.6%	77.3%	75.4%	73.8%	83.5%	77.2%	72.9%	78.5%	71.0%	80.7%	76.4%	76.2%

TOTAL COLLEGE

		MALE			FEMALE								
	AGE GROUP	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL MALES	TOTAL FEMALES	TOTAL BLACK	TOTAL WHITE	TOTAL OTHER	TOTAL BY AGE
COURSE	OVER 25	72.0%	83.1%	75.9%	79.2%	88.8%	84.1%	77.9%	83.4%	77.2%	86.6%	81.1%	81.6%
COMP	21 - 25	62.2%	74.7%	75.1%	70.6%	79.4%	77.5%	70.4%	75.1%	67.4%	77.0%	76.4%	73.0%
RATE	UNDER 21	59.7%	72.7%	72.0%	65.5%	79.6%	78.4%	67.7%	73.4%	63.1%	76.4%	75.2%	70.8%
	TOTAL	63.5%	75.7%	73.5%	72.1%	82.6%	79.4%	70.8%	77.3%	69.0%	79.4%	76.6%	74.6%

SOURCE: Office of Institutional Research and Analysis, based on Information Systems Report SDB 032. Successful completions include grades A, B, C, D, P, TP, and Audit.

ERR indicates no students in this category were enrolled in this discipline in Fall 1989.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

NOV 30 1990